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ABSTRACT

In an effort to assess community college teachers' level of acceptance of and willingness to implement administrative directives, a survey instrument and personal data sheet were delivered to 130 public community college teachers in Mississippi. A modified Zones of Indifference instrument was used to assess respondents' attitudes towards 71 administrative directives. The following rating scale was used: 1=a directive you would comply with without question; 2=a directive you would comply with but mentally question the authority of the administrator to issue; 3=a directive issued by the administrator that you mentally question the authority of, but alter the application more in keeping with what you think should be done; and 4=a directive issued by the administrator that you question mentally and refuse compliance with unless forced to do so. Usable responses were received from 62.3% (N=81) of the sample, representing 13 community colleges in the state. Study results included the following: (1) the distribution of mean scores ranged from 1.222 (low level of teacher resistance to the directive) to 3.827 (high level of resistance); (2) 51 of the 71 directives received a mean score below 3.0; (3) directives requiring attendance at faculty meetings, outlining policies concerning attendance at work, and concerning the maintenance of an individual teacher personnel file in the dean's office received the lowest mean scores, while directives calling on teachers to question students' religious beliefs and home life, attempting to restrict topics that could be discussed in the lounge area, and requiring teachers to use the school cafeteria for lunch received the most resistance; and (4) neither respondent age nor amount of administrative experience correlated significantly with the survey responses. Data tables and the survey instruments are included. (PAA)

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ADMINISTRATIVE DIRECTIVES: A MEASURE OF THE DEGREE OF ACCEPTANCE AS PERCEIVED BY CLASSROOM TEACHERS IN PUBLIC COMMUNITY COLLEGES IN MISSISSIPPI

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November 11, 1990

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ADMINISTRATIVE DIRECTIVES: A MEASURE OF THE DEGREE OF ACCEPTANCE AS PERCEIVED BY CLASSROOM TEACHERS IN PUBLIC COMMUNITY COLLEGES IN MISSISSIPPI

The purpose of this study was to assess the perceptions of community college classroom teachers in the acceptance and implementation of administrative directives.

RATIONALE

The theoretical rationale for this study is embedded in the administrative theories that were developed and refined by the writings of Barnard, Weber, Parsons, Halpin, and their fellow writers.

The practical aspects of the study are justified by the current changes that are occurring in our schools. Throughout the United States and in all segments of education, the key elements are change, accountability, goals, purposes, and responsibility for control.

NEED FOR THE STUDY

Paramount to the success of any organization is the willingness of every individual to contribute their efforts to the cooperative system. Parsons conceptualized three levels within a social system analogous to the hierarchial levels within schools: 1) the technical (or teaching) function; 2) the managerial (or administrative) function; and 3) the institutional (or community) function). The community legitimizes the management through the board of trustees. The management, in turn, controls the technical or teaching function. And, therefore, a school's effectiveness is dependent upon the combination of environmental factors and the individual teachers at the technical level.

Weber conceptualized the school systems as a bureaucracy with a corporate head consisting of a board of education, a chief executive officer and a well established structure of subordinates. Fundamental to this structure is a well-established structure for the issuance and maintenance of the authority for directives.

Barnard postulates that real authority did not rest with the individual issuing a directive but rested, conversely, with the individual to whom the directive was issued. Barnard introduced the term 'zone of indifference' to describe this acceptance theory of authority.

In today's society, rapid and far-reaching changes are occurring throughout our system of education. With great rapidity, our schools are having to redefine purposes, functions, and goals and concurrently, every facet of education is having to adjust to those changes. Every level -- institutional, administrative, and technical, must be in agreement if these changes are to be effective.

THE COMMUNITY COLLEGE SITUATION

Most community college systems and individual schools are organized upon bureaucratic principles. Roles are defined in terms of a hierarchy of authority in which those higher in the hierarchy are granted superordinate status which confers the right to direct the behavior of those lower in the hierarchy - the subordinates. In addition to the authority structure, bureaucratic principles mandate job duties for each position and prescribe a set of rules and standards that must be followed in carrying out duties. From the organizational standpoint, therefore, teachers are subordinates and are expected to follow established rules, procedures, and assigned duties.

The stated mission of the community colleges has provided the opportunities to spread programs, staff, and physical facilities throughout the countryside. In addition, numerous personnel are employed on part-time schedules and programs are organized with many different structures. These factors alone create major problems in the design, dispersement, and implementation of administrative directives.

INSTRUMENT

The instrument in this study was a modified version of the ***Zones of Indifference Instrument*** that was designed and validated by Wilkes and Blackbourn. The original instrument consisted of 71 items that were directed toward the secondary schools. Fifty-seven original items were retained and fourteen items were revised to relate more specifically in the community college. The intent of the fourteen revised items was not changed. A

four-point scale is used for recording the degree that the respondent would react to a directive. A score of one (1) indicates a high positive level of acceptance while a score of four (4) indicates a negative level and a refusal of acceptance without questioning.

A second instrument was included to provide personal data about the respondents. The personal data addressed items as to gender, age, experiences as a teacher, experiences as an administrator, and experiences in the community college.

COLLECTION OF DATA

Only full-time classroom teachers of academic subjects at the main campus of Mississippi Public Community Colleges were included in this study. A 15% sample of the approximately 800 teachers from 13 of the 15 public community colleges in Mississippi were selected. Teacher sampling was as follows: from each school, a minimum of six teachers was selected or a 15% sample of the entire pool - whichever was greater. All respondents were selected on a random basis. A total of 130 respondents was hand-delivered a packet that included the instruments and a self-addressed return envelope.

A return of 81 usable responses (or 62.3%) was received and utilized in this study. No effort was made to identify returns by school or by individual respondents.

DATA ANALYSIS

For each of the 71 directives included in the ***Zones of Indifference Instrument***, two composite descriptive statistics were calculated. A mean score for each directive was computed and the directives were then recorded in rank-order. A composite mean was also computed for the entire group.

Analysis of variance was utilized for analysis of the personal data factors. The 71 directives were grouped into one of three categories for purposes of analysis. Group one consisted of directives 4, 5, 7, 9, 10, 12, 14, 17, 19, 20, 23, 24, 25, 27, 28, 31, 33, 34, 36, 37, 38, 40, 44, 45, 46, 49, 50, 51, 53, 55, 56, 57, 58, 62, 64, 65, 67, 68 and 71.

Group two consisted of directives 1, 2, 3, 6, 8, 11, 13, 15, 16, 18, 21, 22, 26, 29, 30, 32, 35, 39, 41, 42, 43, 47, 48, 52, 54, 59, 60, 61, 63, 66, 69, and 70.

Group three consisted of the sum of group one and group two.

The personal data consisted of sex, age, total years in education, total years teaching in Mississippi, total years teaching in community colleges, total years teaching at current community college, any administrative experience, and any administrative position at current community college.

All data were machine scored by the Unisys 1100 computer system at Mississippi State University.

FINDINGS

From the data in Table 1, it is noted that the mean scores for each of the 71 directives have a range of from 1.222 as a low score to a mean of 3.827 as a high score. Required attendance at faculty meetings received the lowest mean score and the directives questioning student religious beliefs and home life received the highest mean score.

Group one which consisted of 39 of the 71 directives had a mean score of 2.316. Group two, which consisted of 32 of the 71 directives, had a mean score of 1.911. Group three, which consisted of 71 of the 71 directives, had a mean score of 2.111.

Fifty-one of the 71 directives received a mean score below 3.000. This indicates that the majority of classroom teachers fall into the category of having a wide zone of indifference and, therefore, will accept administrative directives without serious questioning and will work toward implementing the directives.

SEX

The gender distribution is shown in Table 2. Of the 81 respondents, 34 (42.0%) were male, 38 (46.9%) were female and 9 (11.1%) did not respond to the gender characteristic.

The analysis of variance by group results are presented in Table 3. Group one has an F-ratio of .7114 with an F-Prob. of .4018. This was not significant at the .05 level.

TABLE 1
RANK-ORDER OF COMMUNITY COLLEGE CLASSROOM TEACHER RESPONSES TO ZONE OF INDIFFERENCE INSTRUMENT, ACCORDING TO MEAN SCORES OF EACH DIRECTIVE

		MEAN
1.	Require attendance at faculty meetings.	1.222
2.	Outline the policy concerning attendance at work.	1.346
3.	Maintain an individual teacher personnel file in the dean's office.	1.568
4.	Make assignment to study committees of the school.	1.580
5.	Require attendance at staff-development activities.	1.605
6.	Require written goals and objectives of teachers.	1.617
7.	Excuse student from classes to attend other school sponsored activities.	1.691
8.	Establish the policy of paying substitute teachers for sponsoring club activities or other extra-curricular activities.	1.691
9.	Require participation in a curriculum study group.	1.704
10.	Provide guidelines concerning the manner by which sick leave should be utilized by teachers.	1.716
11.	Determine specific staff development activities.	1.753
12.	Schedule teachers to move to different rooms for instructional purposes.	1.765
13.	Determine the time of the teachers' workday.	1.802
14.	Prohibit the consumption of refreshments by teachers in the classroom.	1.877
15.	Require long-range lesson plans.	1.889
16.	Prohibit the use of corporal punishment as a method of punishment.	1.901
17.	Determine the test exemption policy.	1.914

18.	Establish heating and cooling regulations for the classroom.	1.951
19.	Schedule the use of office hours for supervising another teacher's class who is out on some school activity.	2.049
20.	Establish a policy of student grade reduction for unexcused absences and tardies.	2.099
21.	Require teacher direction of a staff development activity.	2.160
22.	Schedule teachers to supervise school-related meetings.	2.173
23.	Assign a student with a disciplinary record to your instructional group.	2.210
24.	Instruct teachers to attend open house activities.	2.247
25.	Make assignments of teachers as sponsors to student club activities.	2.259
26.	Establish the format for written lesson plans.	2.272
27.	Require a very low noise level to be maintained in the classroom.	2.370
28.	Specify methods to be used in teacher-parent relations.	2.395
29.	Establish conditions under which corporal punishment could be administered.	2.444
30.	Prohibit the keeping of grade sheets in the office.	2.519
31.	Provide a list of discipline cases handled by the teacher in the classroom.	2.531
32.	Prohibit students from using the library during class time without teacher supervision.	2.556
33.	Provide guidelines outlining student assignment requirements for classroom work.	2.556
34.	Direct all teachers to attend selected school functions.	2.556

35.	Prevent teachers from leaving classroom.	2.580
36.	Structure student dress practices.	2.580
37.	Insist upon personal comments on grade sheets in each instance of a decline in student achievement.	2.642
38.	Instruct teachers to monitor student classroom appearance in keeping with the school dress code.	2.642
39.	Require an instant gathering of data for office purposes.	2.679
40.	Establish a procedure for teachers to "sign-in" and "sign-out" for the school day.	2.691
41.	Assign school related duties outside the classroom involving no students.	2.704
42.	Structure teacher dress practices.	2.728
43.	Instruct teachers to accept a student into class after the suspension of the student.	2.753
44.	Limit the number of graduate courses a teacher could be enrolled in after school hours.	2.753
45.	Prohibit the wearing of jeans by teachers.	2.753
46.	Determine the amount of planning time per week.	2.790
47.	Determine the length of exams to be administered.	2.802
48.	Require strict adherence to the curriculum guide and/or daily lesson plan.	2.901
49.	Give directions for the changing of classroom bulletin boards at regular intervals.	2.926
50.	Require teacher participation in the recruitment of students after school hours.	2.951
51.	Dictate the use of only adopted textbooks in the classroom.	2.988
52.	Prohibit teachers from leaving the school during their school day.	3.000
53.	Schedule classroom activities by the dean.	3.049

54.	Schedule duty assignments at times other than the required school day.	3.086
55.	Require extra assignments that would reduce time for classroom instruction.	3.111
56.	Direct all teachers to be on duty in the halls during the changing of classes.	3.123
57.	Require the presence of teachers with students in the cafeteria.	3.136
58.	Select teaching procedures to be utilized in the classroom.	3.235
59.	Structure the standardization of classroom furniture arrangement.	3.235
60.	Indicate that classroom materials had been selected by the administration.	3.259
61.	Establish directives requiring teachers to supervise students in student union.	3.370
62.	Direct teachers to escort sick students home.	3.370
63.	Require a standing position while teaching class.	3.407
64.	Require attendance at athletic events.	3.444
65.	Schedule male/female teacher supervision of restrooms.	3.494
66.	Instruct each class to contribute a specified amount of money to the school activity fund.	3.543
67.	Direct teachers to refrain from expressing opinions about community problems.	3.543
68.	Require teachers to perform task that maintenance or custodial personnel are hired to do.	3.556
69.	Require teachers to use the school cafeteria for lunch.	3.654
70.	Attempt to restrict topics that could be discussed in the lounge area.	3.704
71.	Question student religious beliefs and home life.	3.827

TABLE 2
DISTRIBUTION OF 81 RESPONDENTS BY SEX

	NUMBER	PERCENT
MALE	34	42.0
FEMALE	38	46.9
NOT REPORTED	9	11.1
TOTAL	81	100.0

TABLE 3
ANALYSIS OF VARIANCE FOR 81
RESPONDENTS BY SEX AND BY GROUP

GROUP 1

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	1	203.6023	203.6023	.7114	.4018
WITHIN GROUPS	70	20032.8421	286.1839		
TOTAL	71	20236.4444			
NOT SIGNIFICANT AT THE .05 LEVEL					

GROUP 2

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	1	113.4063	113.4063	.4984	.4826
WITHIN GROUPS	70	15923.3715	227.5482		
TOTAL	71	16041.7778			
NOT SIGNIFICANT AT THE .05 LEVEL					

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GROUP 3

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	1	620.9150	620.9150	.6603	.4192
WITHIN GROUPS	70	65827.5294	940.3933		
TOTAL	71	66448.4444			
NOT SIGNIFICANT AT THE .05 LEVEL					

AGE

The age grouping for the 81 respondents was in five year brackets. The distribution is as recorded in Table 4. Fifty-two (64.2%) of the respondents are in the age brackets of 41 years old through 55 years of age.

TABLE 4
AGE DISTRIBUTION OF 81 COMMUNITY COLLEGE TEACHERS WHO RESPONDED TO ZONE OF INDIFFERENCE INSTRUMENT

AGE	NUMBER	PERCENT
26-30	2	2.5
31-35	4	4.9
36-40	10	12.3
41-45	18	22.2
46-50	18	22.2
51-55	16	19.8
56+	10	12.3
NOT REPORTED	3	3.7
TOTAL	81	

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Analysis of the variable showed no significance for any of the three groupings of the 71 directives. Group one produced an F-ratio of 1.3149 with an F-Prob. of .2618; therefore, no significant difference was noted. Group two produced an F-ratio of 1.1971 and an F-Prob. of .3179. This was not significant. Group three produced an F-ratio of 1.2812 with an F-Prob. of .2770.

It is concluded that the personal factor of Age is not a significant variable in the Zone of Indifference results.

TOTAL YEARS IN EDUCATION

The total years in education factor showed a range of from less than one complete year to a total of 45 years. The dispersion was rather uniform with the mean being 21.6 years, the mode being 20.0 years, and the median being 22.0 years. The distribution of total years in education is displayed in Table 5.

TABLE 5
TOTAL NUMBER OF YEARS IN EDUCATION AS REPORTED BY 81 COMMUNITY COLLEGE CLASSROOM TEACHERS WITH ZONE OF INDIFFERENCE INSTRUMENT

TOTAL YEARS	FREQUENCY	PERCENT
0 - 5	4	4.9
6 -10	3	3.6
11-15	9	11.0
16-20	21	25.9
21-25	21	25.9
26-30	13	16.2
31-35	7	8.6
36-40	2	2.4
41-45	1	1.3
Total	81	**100.0**

TOTAL YEARS TEACHING IN MISSISSIPPI

Results as tabulated in Table 6 reflect a wide-range in the number of years that respondents have taught in the state of Mississippi. This range is from less than one year to a total of forty-five years. The mean for this variable is 20.2 years, the mode is 20.0 years, and the median is 20 years.

TABLE 6
TOTAL YEARS TEACHING IN MISSISSIPPI AS REPORTED BY 81 COMMUNITY COLLEGE CLASSROOM TEACHERS

TOTAL YEARS	FREQUENCY	PERCENT
0 - 5	6	7.3
6 - 10	4	5.0
11 - 15	10	12.4
16 - 20	23	28.4
21 - 25	17	20.9
26 - 30	12	14.8
31 - 35	7	8.6
36 - 40	1	1.3
41 - 45	1	1.3
TOTAL	81	100.0

TOTAL YEARS TEACHING IN COMMUNITY COLLEGE

Data recorded in Table 7 will verify that classroom teachers who responded to this ***Zone of Indifference Instrument*** have a wide range in community college teaching experience. Also noted is a very even distribution that goes from a low of less than one year to a total of 36 years. The mean number of years is 15.3, the mode is 20 years, and the median is 15 years.

TABLE 7
TOTAL YEARS TEACHING IN COMMUNITY COLLEGE
AS REPORTED BY 81 COMMUNITY COLLEGE CLASSROOM TEACHERS

TOTAL YEARS	FREQUENCY	PERCENT
0 - 5	17	21.0
6 - 10	7	8.6
11 - 15	17	21.0
16 - 20	15	18.6
21 - 25	20	24.5
26 - 30	2	2.5
31 - 35	2	2.5
36 - 40	1	1.3
TOTAL	81	100.0

TOTAL YEARS TEACHING AT CURRENT COMMUNITY COLLEGE

Data for the total number of years indicate that many of the classroom teachers have been at the current institution very close to the same numbers that are presented in the table for total years in any community college. This writer would conclude from these data that many of the classroom teachers have taught at only one community college -- their current one. The mean score for this factor is 14.3 years, with the bi-modes being 2 years and 15 years, and the median being 15 years. Table 8 contains the data for the total years at current school.

TABLE 8
TOTAL YEARS AT CURRENT COMMUNITY COLLEGE
AS REPORTED BY 81 COMMUNITY COLLEGE CLASSROOM TEACHERS

TOTAL YEARS	FREQUENCY	PERCENT
0 - 5	21	25.8
6 - 10	9	11.1
11 - 15	15	18.5
16 - 20	12	14.8
21 - 25	19	23.6
26 - 30	2	2.5
31 - 35	3	3.7
TOTAL	81	100.0

ADMINISTRATIVE POSITION IN ANY SCHOOL

The question was "Have you held any type of administrative position in any type of school system?" Eighty-one replied to this question with 18 saying ***Yes***, 62 saying ***No***, and only one not giving any response.

The analysis of variance for the group one directives showed an F-ratio of .7018 and an F-Prob. of .4047. For group two, the F-ratio is 1.3049 and the F-Prob. is .5824. For group three, the F-ratio is .5371 with an F-Prob. of .4658.

Therefore, all three groups indicate no significance at the .05 level. The conclusion is that previous administrative experience is not significant.

ADMINISTRATIVE EXPERIENCE AT THE COMMUNITY COLLEGE LEVEL

The responses to the question of administrative experience at the community college level indicated that of the 81 respondents, a total of 13 replied ***Yes***, 67 replied ***No***, and only one did not indicate either.

The analysis of variance for the community college administrative experience variable produced: for group one an F-ratio of .7089 with an F Prob. of .4024 or no significance; for group two an F-ratio of 2.563, with an F Prob. of .1134, or no significance; and for group three an F-ratio of 1.4919 with an F Prob. of .2259 or no significance.

It can be concluded from the above results that the factor of administrative experience at the community college level is not significant at the .05 level.

SUMMARY

The purpose of this study was to assess the perceptions of how community college academic classroom teachers would respond to directives issued by school administrators.

The instruments consisted of a ***Zone of Indifference Instrument*** and a ***Personal Characteristics Instrument*** (See appendix). The population sample consisted of 130 classroom teachers in 13 of 15 Mississippi Public Community Colleges. The sampling procedure was as follows. The total sample was 15 percent of the approximately 800 full-time academic classroom teachers at the main campus of 13 of the 15 public community college districts in Mississippi. A minimum of six (6) teachers or 15% (whichever was greater) of total staff were selected by a random selection. The researcher hand delivered the instruments but left self addressed envelopes for returning the completed instruments. Eighty-one (62.3 %) of the instruments were returned as usable.

For each of the 71 directives in the instrument, a mean score was tabulated. The 71 directives were then recorded in rank-order according to the mean score. (See Table 1.) The low mean score for the 81 respondents was 1.222 and the high mean score was 3.827. Fifty-one of the 71 directives had a mean score below 3.000. This indicates that, in general, the Mississippi Community College academic classroom teachers have a rather wide zone of indifference.

For the eight personal characteristics, the 71 directives were divided into two groups. Analysis of variance was computed for each of the two groups and for the total group on six of the eight personal

characteristics. On every grouping and on every personal characteristic, ***No significance*** was found at the .05 level. Therefore it was concluded that the personal characteristics were not significant in this study.

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APPENDIX

ZONE OF INDIFFERENCE INSTRUMENT

AND

PERSONAL DATA INSTRUMENT

ZONES OF INDIFFERENCE INSTRUMENT

The items in this instrument are examples of directives that are given within a school organization by an administrator. The selected items have been gleaned from the literature.

The instrument is not designed to evaluate your administrators. Rather, the PURPOSE of this instrument is to secure a description of the different PATTERNS in which classroom teachers might behave when directives are given by administrators. Please keep this in mind as you score each item in the instrument.

MARK EACH ITEM AS YOU PERCEIVE YOUR REACTION TO THAT SPECIFIC DIRECTIVE.

RESPONSES TO DIRECTIVES

1. A directive you would comply with without question.

2. A directive you would comply with but mentally question the authority of the administrator to issue.

3. A directive issued by the administrator that you mentally question the authority of, but alter the application more in keeping with what you think should be done.

4. A directive issued by the administrator that you question mentally and refuse compliance with unless forced to do so.

Indicate how you would respond to the following directives issued by an administrator that would:

1.	Establish heating and cooling regulations for the classroom.	1	2	3	4
2.	Establish a procedure for teachers to "sign-in" and "sign-out" for the school day.	1	2	3	4
3.	Require attendance at staff-development activities.	1	2	3	4
4.	Instruct teachers to attend open house activities.	1	2	3	4
5.	Give directions for the changing of classroom bulletin boards at regular intervals.	1	2	3	4
6.	Make assignment to study committees of the school.	1	2	3	4
7.	Require attendance at athletic events.	1	2	3	4
8.	Require participation in a curriculum study group.	1	2	3	4
9.	Insist upon personal comments on grade sheets in each instance of a decline in student achievement.	1	2	3	4
10.	Dictate the use of only adopted textbooks in the classroom.	1	2	3	4
11.	Prohibit students from using the library during classtime without teacher supervision.	1	2	3	4
12.	Require written goals and objectives of teachers.	1	2	3	4
13.	Specify methods to be used in teacher-parent relations.	1	2	3	4

14.	Schedule the use of office hours supervising another teacher's class who is out on some school activity.	1	2	3	4
15.	Establish a policy of student grade reduction for unexcused absences and tardies.	1	2	3	4
16.	Determine the time of the teachers' workday.	1	2	3	4
17.	Require extra assignments that would reduce time for classroom instruction.	1	2	3	4
18.	Require long-range lesson plans.	1	2	3	4
19.	Select teaching procedures to be utilized in the classroom.	1	2	3	4
20.	Structure the standardization of classroom furniture arrangement.	1	2	3	4
21.	Prohibit the consumption of refreshments by teachers in the classroom.	1	2	3	4
22.	Require attendance at faculty meetings.	1	2	3	4
23.	Prevent teachers from leaving classroom.	1	2	3	4
24.	Require teacher participation in the recruitment of students after school hours.	1	2	3	4
25.	Question student religious beliefs and home life.	1	2	3	4
26.	Establish directives requiring teachers to supervise students in student union.	1	2	3	4
27.	Provide a list of discipline cases handled by the teacher in the classroom.	1	2	3	4
28.	Require teachers to perform task that maintenance or custodial personnel are hired to do.	1	2	3	4
29.	Schedule male/female teacher supervision of restrooms.	1	2	3	4
30.	Establish conditions under which corporal punishment could be administered.	1	2	3	4
31.	Determine the test exemption policy.	1	2	3	4
32.	Excuse student from classes to attend other school sponsored activities.	1	2	3	4
33.	Provide guidelines outlining student assignment requirements for classroom work.	1	2	3	4

34.	Direct teachers to escort sick students home.	1	2	3	4
35.	Direct all teachers to be on duty in the halls during the changing of classes.	1	2	3	4
36.	Determine the amount of planning time per week.	1	2	3	4
37.	Assign school related duties outside the classroom involving no students.	1	2	3	4
38.	Attempt to restrict topics that could be discussed in the lounge area.	1	2	3	4
39.	Outline the policy concerning attendance at work.	1	2	3	4
40.	Require a very low noise level to be maintained in the classroom.	1	2	3	4
41.	Instruct teachers to accept a student into class after the suspension of the student.	1	2	3	4
42.	Prohibit the keeping of grade sheets in the office.	1	2	3	4
43.	Establish the policy of paying substitute teachers for sponsoring club activities or other extra-curricular activities.	1	2	3	4
44.	Limit the number of graduate courses a teacher could be enrolled in after school hours.	1	2	3	4
45.	Schedule duty assignments at times other than the required school day.	1	2	3	4
46.	Instruct each class to contribute a specified amount of money to the school activity fund.	1	2	3	4
47.	Assign a student with a disciplinary record to your instructional group.	1	2	3	4
48.	Instruct teachers to monitor student classroom appearance in keeping with the school dress code.	1	2	3	4
49.	Require strict adherence to the curriculum guide and/or daily lesson plan.	1	2	3	4
50.	Structure teacher dress practices.	1	2	3	4
51.	Direct all teachers to attend selected school functions.	1	2	3	4
52.	Structure student dress practices.	1	2	3	4
53.	Require a standing position while teaching class.	1	2	3	4

54.	Schedule teachers to supervise school-related meetings.	1	2	3	4
55.	Make assignments of teachers as sponsors to student club activities.	1	2	3	4
56.	Require teachers to use the school cafeteria for lunch.	1	2	3	4
57.	Provide guidelines concerning the manner by which sick leave should be utilized by teachers.	1	2	3	4
58.	Establish the format for written lesson plans.	1	2	3	4
59.	Schedule teachers to move to different rooms for instructional purposes.	1	2	3	4
60.	Determine specific staff development activities.	1	2	3	4
61.	Prohibit teachers from leaving the school during their school day.	1	2	3	4
62.	Indicate that classroom materials had been selected by the administration.	1	2	3	4
63.	Require teacher direction of a staff development activity.	1	2	3	4
64.	Direct teachers to refrain from expressing opinions about community problems.	1	2	3	4
65.	Require an instant gathering of data for office purposes.	1	2	3	4
66.	Prohibit the use of corporal punishment as a method of punishment.	1	2	3	4
67.	Determine the length of exams to be administered.	1	2	3	4
68.	Schedule classroom activities by the dean.	1	2	3	4
69.	Prohibit the wearing of jeans by teachers.	1	2	3	4
70.	Require the presence of teachers with students in the cafeteria.	1	2	3	4
71.	Maintain an individual teacher personnel file in the dean's office.	1	2	3	4

PERSONAL DATA SHEET

For use with Zones of Indifference

Please indicate appropriate response

SEX: Male or Female

AGE RANGE:

Under 25	26 - 30	31 - 35	36 - 40
41 - 45	46 - 50	51 - 55	56+

_____ Total years in education

_____ Total years teaching in Mississippi

_____ Total years teaching at any community colleges

_____ Total years teaching at your current community college

Have you ever held an administrative position in any type school system?

_____
Yes or No

Have you ever held any administrative position in a community college?

_____
Yes or No

ERIC Clearinghouse for Junior Colleges

MAY 31 1991